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ABSTRACT

The Neglected and Delinquent Pupils Project provided pre-vocational, vocational and life skills training to 450 students in grades 9-12 who resided in two group homes or a correctional facility for the neglected or delinquent. The curriculum methodology and organization were determined by each institution based on the needs of the students, facilities, and schedule of participants. The objectives of the program stated that participants would achieve 75 percent of their assigned objectives. The results indicated that this objective was met at all sites. Based on the results of the evaluation, the following recommendations are made: (1) increase funds for the purchase of materials; (2) provide some type of inservice training, especially to new teachers; (3) give some consideration to setting minimum literacy levels for program participants or give special assistance to those students with minimal literacy; and (4) develop some type of job placement program that would serve as a follow-up to the educational program's focus on pre-vocational and vocational skills development. (RDN)

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Evaluation Section Report
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NEGLECTED AND DELINQUENT PUPILS PROJECT 1984-1985 FINAL REPORT

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SUMMARY

The Neglected and Delinquent Pupils Project provided pre-vocational, vocational and life skills training to students residing in three group homes or institutions. The curriculum methodology and organization were determined by each institution based on the needs of the students, facilities, and schedule of participants. The objectives of the program stated that participants would achieve 75 percent of their assigned objectives. The results indicated that this objective was met at all sites.

Based on the results of the evaluation, the following recommendations are made:

- Increase funds for the purchase of materials.
- Provide some type of in-service training especially to new teachers.
- Give some consideration to setting minimum literacy levels for program participants or give special assistance to those students with minimal literacy.
- Develop some type of job placement program that would serve as a follow-up to the educational program's focus on pre-vocational and vocational skills development.

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PROGRAM BACKGROUND

The Neglected and Delinquent Pupils Project, funded by E.C.I.A. Chapter I funds, provided prevocational education and life skills training to a total of 450 students in grades nine through 12 who resided in two group homes and a correctional facility for the neglected or delinquent. The participating institutions were Odyssey House (36 students) and Rikers Island Correctional Facility (370 students) in New York City, and Samaritan Village (44 students) in Ellenville, New York. Curriculum, methodology, and organization were determined by each institution based on the needs of the students, facilities, and schedules of participants.

Program Objectives

The objectives of the program stated that participants would achieve 75 percent of their assigned objectives. Program objectives varied at the three sites. Odyssey House and Samaritan Village included vocational/occupational, prevocational, and daily-living skills objectives in their programs, while Rikers Island included only prevocational skills objectives. Vocational/occupational objectives included such skills as typing, filing, the use of office machines, and preparation for certain career-related examinations. Prevocational skills objectives included such topics as career orientation and exploration, applying for a job, and appropriate work habits. Daily living skills included budgeting, banking-related activities, and comparison shopping.

SCOPE OF THIS REPORT

The evaluation report consists of two parts. A summary of interview responses of instructors at the three facilities is presented in the first

part. These interviews focused on such issues as staffing, modification of objectives, effectiveness of activities and methodologies, factors contributing to success and failure, and suggested revisions of the program. These summaries represent the major points made by each respondent. The second part of the report contains outcome data requested by the State Education Department including the number of participants and levels of mastery they achieved for the various objectives at each site.

SITE DESCRIPTIONS

Odyssey House

An interview was conducted with the one teacher at Odyssey House. According to the teacher, the project was fully implemented. The only special materials provided by the institution was some equipment for a horticultural project. The activities cited as most valuable were several trips to businesses and corporations. Students visited the Nabisco Company, The New York Times, some clothing shops in the New York City area, and the Ocean Spray Company in Boston. A staff member from Odyssey House accompanied students on these trips.

The instructor supplied most of the materials used in the course. These materials consisted primarily of handouts used in previous courses taught by the instructor or handouts supplied by industry. The materials were thought to be sufficient for meeting the course objectives, though the instructor would have liked more horticultural equipment.

Rikers Island

The evaluators interviewed three staff members at Rikers Island; the coordinator and two teachers. According to these staff members, the project

was fully implemented in keeping with the program objectives. One special problem at this site was the transient nature of the program participants. Many students remain in the class for only three weeks.

The site coordinator commented that there was some problem with staffing. He claimed the program staff was reduced to two from the five originally requested. According to the coordinator, in-service training was discussed with the Board of Education but never provided. To compensate for this lack of training, one of the teachers received assistance in course planning from a teacher who had previously taught in the program.

The activities and methods used by the two teachers were generally as outlined in the proposal. One teacher stated that he used several films and that his class was also visited by a guest speaker from Con Edison's career awareness program. The teacher in this class suggested that making students aware of the qualifications and procedures for getting into schools and trade unions was an important program goal.

The short period of time in class, less than 20 days for many students, seemed to one teacher too brief, while the other teacher thought that the average stay was adequate to achieve the basic objectives focusing on pre-vocational skills. A problem cited by one teacher was that the poor reading ability of many students made finding appropriate instructional materials difficult.

According to one of the teachers, many students were hostile towards the teacher and the idea of taking vocational and prevocational courses. The teacher suggested that some students would not be leaving the institution for a long time and probably believed the course to be irrelevant to their

needs. There were also many problems students faced outside of the classroom that made them a volatile group. Most students, however, were perceived by the teachers as being interested in the course.

Several suggestions were made for revising the program. One teacher wanted to order books with more hands-on skills. She also thought that classes should be smaller and that a basic level of literacy should be required to take the class. Both teachers suggested that tying the educational program to an outreach and job placement program for those leaving prison would be a good idea.

Samaritan Village

According to the single teacher at the site, the project was fully implemented. No special facilities other than a classroom were provided by the institution, and no in-service training was provided by the Board of Education. In-service training would have been very desirable, according to the instructor.

The basic text used in the course was The World of Work. Program objectives were based upon the text. Supplemental materials and activities were also provided by the instructor. For instance, in a unit on job market skills students reviewed newspaper advertisements, filled out job application forms, wrote practice resumes and job application letters, and participated in mock interviews. In a unit on consumer skills students practiced banking-related activities such as writing checks, balancing checkbooks, making out deposit slips, and reconciling checkbooks. Students also learned about budgeting, comparison shopping, and catalogue shopping. Most of the materials used in the class were provided by the instructor. Funds for purchasing

materials have not been available since September, 1983. According to the instructor, some funds were supposed to be provided by the local school district, but were never received.

Teachers indicated that the techniques and materials used were generally effective. The instructor was particularly enthusiastic about the use of role-playing. Residents of the facility were most interested in what they could effectively apply to their lives. It was striking to the instructor how little the students knew about the job marketplace. In addition to skill learning there is also a stated need to change the students' attitudes and values towards work. Many of the residents come into the program with hostile feelings towards other people, feelings that obviously interfere with the establishment of the social contacts needed to gain jobs and keep a position. Another attitude common among students is the notion that any kind of crisis in their life excuses them from most of their responsibilities. The instructor was encouraged by the results of her attempts to tackle this particular problem, especially through the use of several films.

In closing, the instructor commented that the program was a necessary project and should be extended. She also recommended the elimination of an age cut-off for eligibility since some of the residents in their thirties and forties also needed this type of instruction.

OUTCOME DATA

Data on the numbers of students receiving and passing the given objectives are reported in Table 1. The categories of objectives that were set for students varied from site to site. For instance, both Odyssey House and Samaritan Village included vocational and living skills objectives in their

TABLE 1

EVALUATION REPORT OF PROJECTS FOR NEGLECTED AND DELINQUENT PUPILS

1984 - 1985

PROGRAM OBJECTIVE INFORMATION

II. In the table below, enter by facility the total number of participants. Also indicate by program objective, the number of pupils served in this project (Column A) and the number who achieved 75 percent or more of the objectives (Column B) as stated in the project proposal.

DUPLICATE THIS PAGE IF REPORTING MORE THAN EIGHT FACILITIES

Institution-Facility Name	12 Digit Institution-Facility Code*												Unduplicated No. of Participants	Vocational/ Occupational Knowledge		Prevocational Skills		Age Appropriate Daily Living Skills		Appropriate on the Job Behaviors		Delinquency Prevention		Transitional Counseling	
														Number Pupils Served (A)	Number Pupils Achieved 75% of Objectives (B)	Number Pupils Served (A)	Number Pupils Achieved 75% of Objectives (B)	Number Pupils Served (A)	Number Pupils Achieved 75% of Objectives (B)	Number Pupils Served (A)	Number Pupils Achieved 75% of Objectives (B)	Number Pupils Served (A)	Number Pupils Achieved 75% of Objectives (B)	Number Pupils Served (A)	Number Pupils Achieved 75% of Objectives (B)
Odyssey House	3	1	7	5	0	0	6	9	0	6	1	3	36	34	33	27	25	20	19	--	--	--	--	--	--
Rikers Island	3	4	0	0	0	0	8	9	2	5	0	2	370	--	--	370	361	--	--	--	--	--	--	--	--
Samaritan Village	3	4	2	3	0	0	6	9	0	6	3	1	44	40	37	9	9	34	34	33	33				

*Facilities located in the LEA's (Districts) have been assigned a 12 digit BEDS Facility Code. If you do not know the 12 digit code you can contact SED at (518) 474-4671 or 474-3882.

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programs but Samaritan Village put less emphasis on pre-vocational skills. Rikers Island focused exclusively on pre-vocational skills. The data indicate that at each site over 90 percent of the students successfully mastered 75 percent of the objectives for each category of objective listed, thus meeting program objectives.

CONCLUSIONS AND RECOMMENDATIONS

In summary, most teachers believed that the program was fully implemented at their sites and that the instructional activities and methods were generally effective and adequate. Several teachers requested that more materials or funds for the purchase of materials be made available to them. In-service training was also requested especially by those teachers who were new to the program. The student outcome data indicated that the vast majority of the students achieved their objectives. There was concern expressed by teachers at one site about the literacy level of some students and the problems this caused for instruction. Finally, several teachers suggested that tying the educational program to an outreach and job placement program would be desirable.

Based on the findings in the evaluation the following specific recommendations are made:

- Increase funds for the purchase of materials.
- Provide some type of in-service training, especially to new teachers.
- Give some consideration to setting minimum literacy levels for program participants or give special assistance to those students with minimal literacy.
- Develop some type of job placement program that would serve as a follow-up to the educational program's focus on pre-vocational and vocational skills development.